

Quality Imaginative Responses

'Don't tell me the moon is shining; show me the glint of light on broken glass' Anton Chekhov.

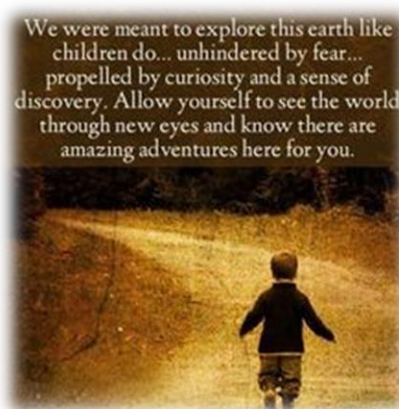
The act of writing for the HSC is a carefully planned attack on the question using powerful language and a skilful structure. The Feedback from the Marking Centre noted that stronger responses:

*"...demonstrated structural complexity, **cohesion**, the use of an authentic, sustained and engaging **voice** and took advantage of the opportunity the question presented to showcase **originality** and **perceptiveness**. The mechanics of language, punctuation, sentence structure and paragraphing were applied **skillfully** in these responses"*

To engage the reader in the act and process of discovery you need to become an observer of places, objects and people. You need to incorporate sensual details that paint the setting, make the characters original and authentic and invite the reader to engage with the content. Sometimes the minutiae of everyday life are fascinating, such as a grandfather's antique compass whose polished brass casing is dented with age.

Discovery

- **Catalyst**
- **Response:**
 - Spiritual/ Physical/ Intellectual/ Creative/ Emotional
 - Triggers a reaction
 - Ignored
- **Ramifications:**
 - Rediscovery
 - Planned discovery
 - Self-discovery
 - Unexpected discovery
- **Outcome:**
 - Assumptions challenged
 - New understandings
 - Introspection
 - Epiphany
 - Transformation
 - No change



To enrich writing:


- Have an overarching concept or message linked to discovery through the stimulus.
- Show don't tell. Avoid too much information and focus on appealing to the senses through evocative descriptions. Remember our most powerful tool is our imagination!
- Focus on the details of a setting – create an authentic place.
- When you create a character think about his or her back story. When you describe them don't just say they have a certain hair or eye color, think about what makes them unique.
- If you are using dialogue make it authentic. Start a new line when a new person speaks. You do not have to include how they say it, such as 'he said...'
- Develop a strong, distinctive voice. To achieve this it is advantageous to write about what you have experienced so that your writing comes from the heart.

- Choose and control your use of a range of language features to engage and influence an audience. Listen to the sound and rhythm of your language and aim for lexical density!
- Use powerful verbs rather than too many adjectives. Verbs can be nuanced and polysomic (convey more than one meaning).
- Plan your structure: the opening and the conclusion – a circular structure can cure a failure to produce a strong conclusion!
- Employ a variety of sentence beginnings and sentence lengths.
- Vary paragraph lengths – don't be afraid to use a single sentence paragraph to make a dramatic statement.
- Use a range of poetic devices.
- Create tension and contrast.
- Perfect the art of the first and last lines

Marking Guidelines

	<ul style="list-style-type: none"> ▪ Composes skilfully an engaging piece of imaginative writing that uses the stimulus and the key idea provided as the central elements ▪ Perceptively explores the concept of discovery ▪ Demonstrates skilful control of language and structure appropriate to audience, purpose, context and selected form
B 10-12 Effective Thoughtful	<ul style="list-style-type: none"> ▪ Composes effectively an engaging piece of imaginative writing that uses the stimulus and the key idea provided as the central elements ▪ Thoughtfully explores the concept of discovery ▪ Demonstrates effective control of language and structure appropriate to audience, purpose, context and selected form
C 7-9 Sound	<ul style="list-style-type: none"> ▪ Composes a piece of imaginative writing that uses the stimulus and the key idea provided as the central elements ▪ Soundly explores the concept of discovery ▪ Demonstrates adequate control of language and structure appropriate to audience, purpose, context and selected form
D 4-6 Limited	<ul style="list-style-type: none"> ▪ Attempts to compose a piece of writing ▪ Attempts to explore the concept of discovery ▪ Demonstrates limited control of language and structure with limited appropriateness to audience, purpose, context and selected form
E 1-3 Elementary	<ul style="list-style-type: none"> ▪ Attempts to compose a response ▪ Demonstrates elementary control of language

Extract:

 *I used to ask why the moon followed the car wherever it travelled. I used to ask about infinity plus one and why clocks were alarmed; wondered what kept apartments apart. I refused to believe all snowflakes were unmatched. Surely somewhere an identical pair— parted by argument, falling frozen from sky, merging at the mouth of a river. Before I was told say no to the bedraggled man holding his cup, I asked why pennies sank in the fountain of wishes. Before I was told that's life I pondered how the one was also the many, every question opening into another, like the Russian dolls nesting on the window sill; each containing the world.*